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ABSTRACT

A longitudinal study of student flow and persistence was implemented at Santa Ana College to provide student demographic data, student evaluation of the college's services, student follow-up data, and further insight into attrition/retention factors. In the fall of 1977 a sample of 629 new students (described in the first phase report) was selected; the following spring, the sample was divided into two groups: those who returned for the spring 1978 semester (344) and those who did not return (285). Questionnaires were sent tc both groups to determine outcomes data for non-returning students and differences between the two groups with regard to their characteristics, and evaluation of the college and their experiences. Preliminary findings indicated that 58% of the male students, 50.9% of the females, over 60% of those under 20 years of age, 82% of students carrying 16 or more units and 74% of transfer program students persisted. Both returning and non-returning students generally rated their experiences at the college as "above average" and "excellent". Non-returning students typically reported that work-related reasons caused the interruption in their attendance. An appendix contains sample questionnaires and a collection of comments written by respondents in the non-returning student questionnaire. (Author/MB)

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Longitudinal Study of Student Flow and Persistence

Report on Second Phase

INSTITUTIONAL RESEARCH

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SANTA ANA COLLEGE
Rancho Santiago Community College District

Longitudinal Study of Student Flow and Persistence

Report on Second Phase

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September 1978

In the Fall of 1977 a longitudinal study of student flow and persistence was implemented at Santa Ana College. Its purpose was to provide student demographic data, student evaluation of the college's services, student follow-up data, and further insight into attrition/retention factors. A sample of 629 new students was selected in the Fall of 1977. Demographic characteristic data for these entering students was presented in the first phase report.

For this phase of the study, the sample was divided into two groups: those who returned for the Spring 1978 semester and those who did not return. Questionnaires were sent to both groups. This report includes the responses to those questionnaires. Specifically presented are differences in characteristics (sex, age, ethnicity, etc.) between returning and non-returning students, student evaluation of services and instruction, and outcomes data for the non-returning group.

Briefly, preliminary findings indicated that a larger percentage of students persisted who were male, in the younger age categories, day students with full-time unit loads, had annual incomes over $10,000, and were not employed full-time. However, a majority of students in the returning group remain to be female, part-time students, and employed full-time. Both groups of students generally rated their experiences at SAC as "above average" and "excellent". And non-returning students, typically, reported that work related reasons caused the interruption in their attendance.

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BACKGROUND

In the Fall of 1977 a longitudinal study of student flow and persistence was implemented at Santa Ana College. The study was designed to fulfill the following objectives simultaneously:

1. Provide student demographic characteristic data not presently included in student files and unique to this area and era.

2. Provide student evaluation of the college's programs and instruction.

3. Provide data which demonstrates the relationship, if any, between attrition/retention of students, students' educational objectives, outcomes data, and success and motivational factors.

Towards these ends a sample of 629 students was selected from all new entering students in the Fall 1977 semester. These students' educational careers are being monitored for five years through interviews, questionnaires, and extracting data from students' computer files.

The first phase of the study, including sample selection, methodology, comparison of the sample to the total population, and responses to the first questionnaire, the Entering Student Questionnaire, was described in the first report.

Briefly, it was found that the sample group is most similar to the population from which it was chosen in all aspects except sex distribution. The sample included a slightly disproportionate number of females. The sample and the population from which it was selected were similar to the total student body population on the following characteristics: sex, ethnic distribution, day/night student distribution, and part-time/full-time distribution. The sample and all new students differed from the total student body on age and educational objectives, however.

Responses to the first questionnaire indicated that a majority of students in the sample work full-time, have annual incomes below $15,000, and believe that they are dedicated students in that they expect to study at least two to three hours per class per week and receive mostly A's and B's for grades. Most are attending SAC to "prepare for a career".

METHODS FOR SECOND PHASE

At the beginning of the second semester of the study, Spring 1978, the sample was divided into two groups, those who remained active in the Spring 1978 semester and those who did not return to SAC for a second semester. Student Experience Questionnaires were mailed to the active group, and Non-Returning Student Questionnaires were mailed to the non-active group. Copies of the questionnaires are included in the appendix. The purpose of the mailed questionnaires was to elicit preliminary responses regarding 1) differences in student characteristics and demographic data between the two groups, 2) student evaluation of college services and instruction and perceptions and experiences of the two groups, and 3) outcomes data for the non-returning group.

At the beginning of the Spring 1978 semester, 344 students in the study sample (54.6%) were active and 285 students in the sample (45.4%) were not active. (Refer to Table 1.) The first set of questionnaires was mailed during the second week of the Spring 1978 semester. After two subsequent mailings and telephone contacts to encourage the students to respond, the final return rate for active students was 66.5% (229 responses) and 42.8% (122 responses) for the inactive group. (Refer to Table 2.) One reason for the lower return rate for non-returning students is that many of them have moved, leaving no forwarding address. Additionally, non-returning students are less

apt to return questionnaires than are active, still involved students. The return rates are, however, acceptable for providing much valuable data with which to address the objectives of this study.

Table 1

Number and Percent of Active and Inactive Students in Sample

	n	%
Active	344	54.6
Inactive	285	45.4
TOTAL	629	100

Table 2

Number and Percent of Active and Inactive Students Who Responded to Questionnaires

	n	%
Active	229	66.5
Inactive	122	42.8
TOTAL	351	55.8

FINDINGS

Profile of Returning and Non-Returning Students

From the students' files, a comparison of student characteristics of returning and non-returning students was prepared. Table 3 and Graph 1 present this comparison of sex, ethnic background, age upon enrollment, day/night student distribution and part-time/full-time student distribution as of the Fall 1977 semester, and original educational objectives. Following are the highlights of this comparison:

1. One of the most striking differences between the two groups occurs on the variable of sex. Keeping in mind that 54.6% of the total sample remained active, only 50.9% of females returned, but a larger percentage of males, 58.3% returned.

2. On ethnic distribution, all of the minority groups except the largest, Mexican-American, were of insufficient size to remark definitively on their attrition rates. A large majority, 57.1%, of Mexican-Americans dropped out. However, the "white" category was representative of the distribution for the total sample retention rate.

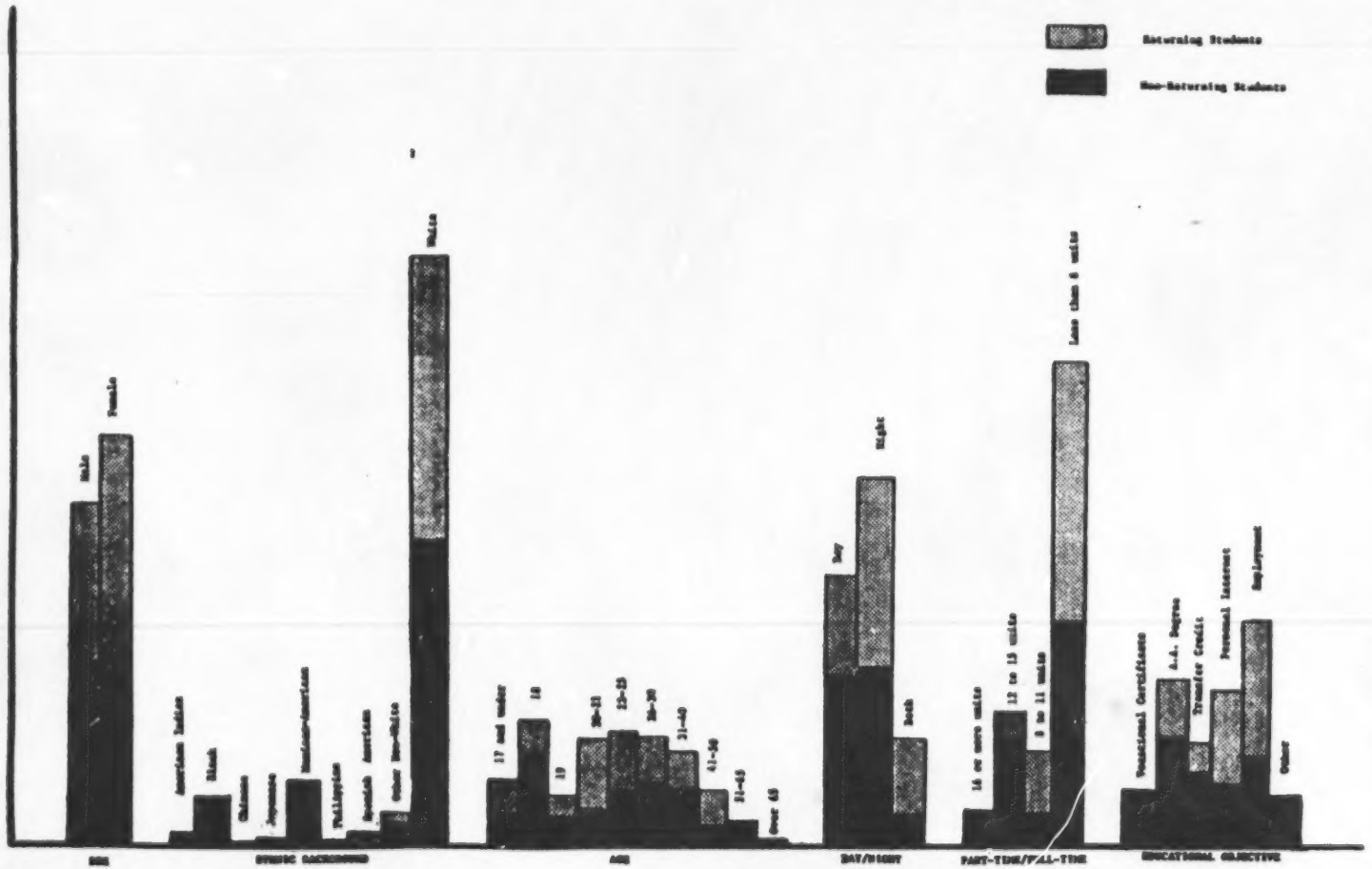
Table 3

COMPARISON OF STUDENT CHARACTERISTICS:
THOSE RETURNING IN SPRING 1978, THOSE NOT RETURNING IN SPRING 1978, AND
ALL NEW ENTERING STUDENTS IN SAMPLE IN FALL 1977

	Number and percent of students in sample who remained active Spring 1978 (n=341)		Number and percent of students in sample who did not return in Spring 1978 (n=288)		Total (Students in sample in Fall 1977 n=629)	
	n	%	n	%	n	%*
Sex						
Male	165	58.3	118	41.7	283	45.0
Female	176	50.9	170	49.1	346	55.0
Ethnic Background						
American Indian	6	85.7	1	14.3	7	1.1
Black	15	53.6	13	46.4	28	4.5
Chinese	1	100.0	0		1	0.2
Japanese	2	50.0	2	50.0	4	0.6
Mexican-American	27	42.9	36	57.1	63	10.0
Philippine	1	33.3	2	66.7	3	0.5
Spanish American	8	61.5	5	38.5	13	2.1
Other Non-White	19	70.4	8	29.6	27	4.3
White	262	54.2	221	45.8	483	76.8
Age						
17 and under	36	65.0	20	35.0	56	8.9
18	72	69.6	32	30.4	104	16.5
19	28	60.0	18	40.0	46	7.3
20-21	34	47.1	38	52.9	72	11.5
22-25	46	46.8	53	53.2	99	15.7
26-30	56	58.1	41	41.9	97	15.4
31-40	46	56.4	35	43.6	81	12.9
41-50	18	39.5	27	60.5	45	7.2
51-65	12	42.9	15	57.1	27	4.3
Over 65	1	50.0	1	50.0	2	0.3
Day/Night Students						
Day	143	62.7	85	37.3	228	36.3
Night	151	47.5	167	52.5	318	50.6
Both	28	33.7	55	66.3	83	13.2
Part-time/Full-time Students						
16 or more units	24	82.7	5	17.3	29	4.6
12 to 15 units	86	73.5	31	26.5	117	18.6
8 to 11 units	45	63.3	26	36.7	71	11.3
Less than 8 units	192	46.6	220	53.4	412	65.5
Educational Objective						
Vocational Certificate	33	67.4	16	32.6	49	7.8
A.A. Degree	97	66.9	48	33.1	145	23.1
Transfer Credit	64	74.4	22	25.6	86	13.7
Personal Interest	51	37.0	87	63.0	138	22.0
Employment	79	43.9	101	56.1	180	28.6
Other	17	54.8	14	45.2	31	4.9

Graph 1

Comparison of Student Characteristics:
Those Returning in Spring 1978, Those Not Returning in Spring 1978,
and All New Entering Students in Fall 1977



3. Generally, as entering student categories in the sample increase in age, their rate of retention decreases, with the exception of the 20-25 year old age group, which has a low retention rate. The 18 year old group had the highest percentage of returnees, 69.6%, and 41-50 year olds had the highest percentage of attrition, 60.5%.

4. Substantially more day students in the sample persisted, 62.7%, than night students, only 47.5%. However, the persisters group still contained slightly more night than day students.

5. As could be expected, those students in the sample who carried more than eight units had a higher persistence rate than those who carried under eight units. The retention rate increased proportionately with the number of units carried. The majority of active students, however, are part-time, with less than eight units.

6. Noticeable attrition differences were also found amongst students in the sample with differing educational objectives. Those who originally enrolled for the purpose of obtaining a vocational certificate, A.A. degree, or transfer credit had persistence rates above that of the total group. And those who enrolled for personal interest or employment reasons had higher attrition rates.

Comparison of Returning and Non-Returning Students' Responses to Entering Student Questionnaire

A comparison of returning and non-returning students' responses to selected questions on the Entering Student Questionnaire, administered when they originally enrolled in Fall 1977, was performed to determine which characteristics may be more conducive to persistence. Table 4 presents this comparison, which is summarized below:

COMPARISON OF STUDENTS' RESPONSES TO ENTERING STUDENT QUESTIONNAIRE: THOSE RETURNING IN SPRING 1978, THOSE NOT RETURNING IN SPRING 1978, AND ALL NEW ENTERING STUDENTS IN SAMPLE IN FALL 1977

Question asked upon enrolling in Fall 1977	Number and percent of students in sample who remained active, Spring 1978 (n=341)		Number and percent of students in sample who did not return in Spring 1978 (n=288)		Total (Response of all new students in sample in Fall 1977 n=629)	
	n	%	n	%	n	%
What is your employment status?						
Working full-time	174	51.0	167	49.0	341	54.2
Working part-time	82	63.6	47	36.4	129	20.5
Not working, looking for job	49	58.3	35	41.7	84	13.4
Not working, not looking for job	17	60.7	11	39.3	28	4.5
Homemaker	24	60.0	16	40.0	40	6.4
What is your annual income?						
Under $5000	75	55.2	61	44.8	136	21.6
$5000 to $9,999	62	41.3	88	58.7	150	23.9
$10,000 to $14,999	76	62.3	46	37.7	122	19.4
$15,000 to $19,999	38	59.4	26	40.6	64	10.2
$20,000 to $29,999	45	63.4	26	36.6	71	11.3
$30,000 to $39,999	12	50.0	12	50.0	24	3.8
$40,000 to $49,999	7	70.0	3	30.0	10	1.6
Over $50,000	7	70.0	3	30.0	10	1.6
How long do you anticipate you will attend SAC?						
1 semester only	14	26.9	38	73.1	52	8.3
2 semesters, continuously	56	62.9	33	37.1	89	14.2
3 or more semesters, continuously	174	64.0	98	36.0	272	43.2
Off and on	17	33.3	34	66.7	51	8.1
Don't know	84	51.5	79	48.5	163	25.9
What were your primary reasons for enrolling at SAC?						
To prepare for a career	235	58.2	169	41.8	404	64.2
To get a better job	188	57.5	139	42.5	327	52.0
To transfer to 4-yr school	115	67.3	56	32.7	171	27.2
Couldn't find a job	15	60.0	10	40.0	25	4.0
For personal development	169	53.8	145	46.2	314	49.9
Simply, to learn	149	56.9	113	43.1	262	41.7
To occupy my time	20	47.6	22	52.4	42	6.7
To receive veterans or social security benefits	18	64.3	10	35.7	28	4.5
To meet new people	43	54.4	36	45.6	79	12.6
To participate in extra-curricular activities	18	50.0	18	50.0	36	5.7

1. Of the total original sample, 54.2% worked full-time, and 20.5% were employed part-time. About half of those employed full-time returned, and half did not. A higher percentage of those returned who were employed part-time or not at all. However, the majority of the remaining active students are employed full-time.

2. Those students with incomes between $5000 and $9999 had a significantly higher attrition rate, 58.7%, than the total group or than any other income range category. While those with incomes below $5000 returned at the rate of the total group, those with incomes over $10,000 had high return rates.

3. Students were initially asked how long they anticipated attending Santa Ana College in order to determine later if they were able to fulfill their self-expectations or if they changed their minds or were thwarted in their attempts. Generally, students seem to fulfill their own expectations. That is, 73.1% who said that they would only attend for one semester, did so. And 62.9% and 64.0% who responded that they would persist for two semesters or three or more semesters, respectively, did so. Those remaining 98 students who expected to attend longer but dropped out are of the most concern for further study.

Of those who expected to become "stop-outs", students who enroll on an "on and off" basis, so far 66.7% have dropped out, as they anticipated. Those who originally responded that they did not know how long they would attend, the second largest group, have experienced a 48.5% attrition rate, slightly higher than that of the total group. The group who responded that they anticipated attending three or more consecutive semesters is still the largest group in number of active students.

4. Students were asked to rate each on a list of reasons for enrolling as a major reason, a minor reason, or of no importance to them. More students

persisted whose primary original objectives were to "transfer to a four year school", and fewer persisted who originally attended for "personal development", "to occupy my time", or "to participate in extracurricular activities", leading one to speculate that goal oriented students are, for the most part, fulfilling their expectations.

Comparison of Students' Self-Rating Scores

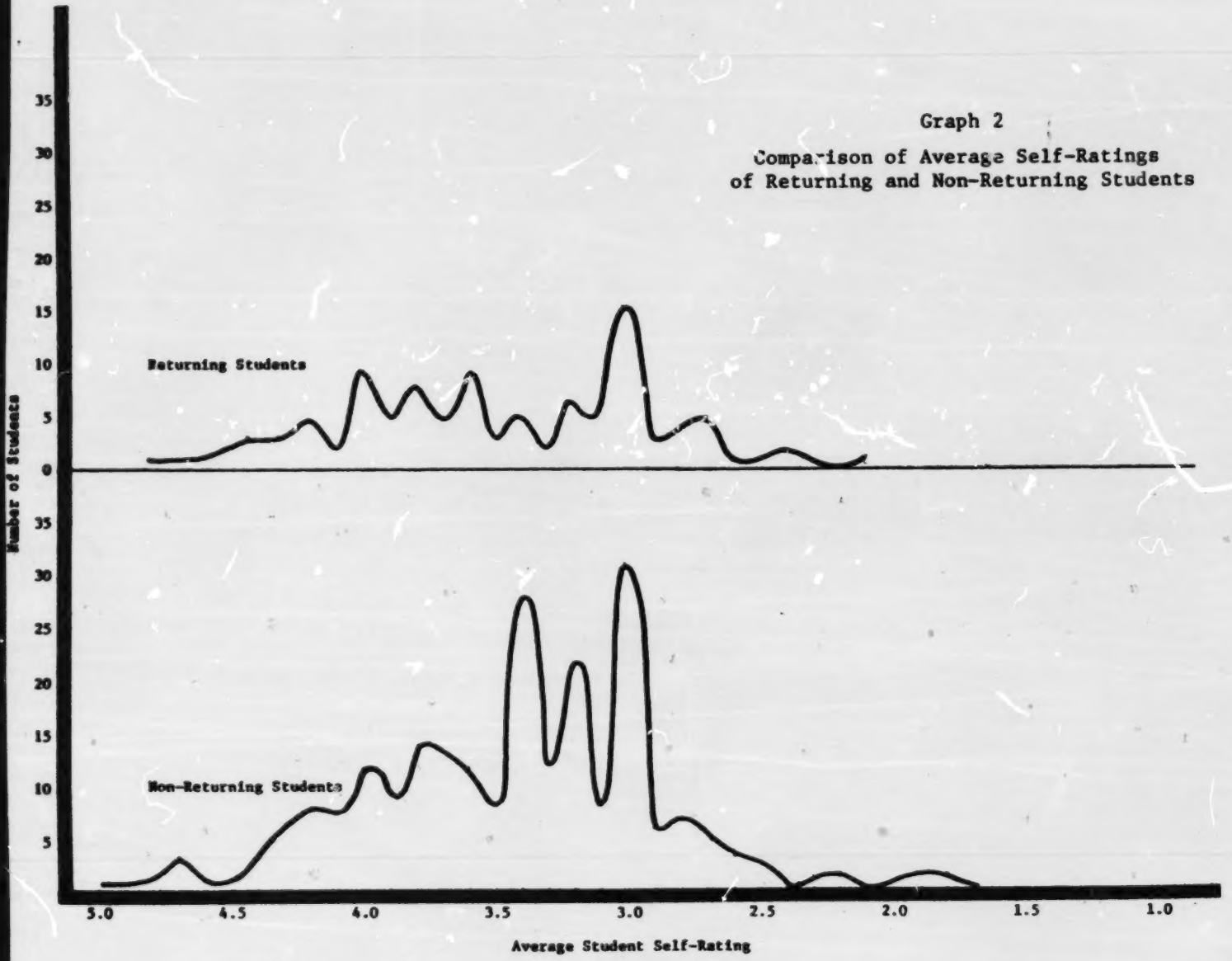
One of the most interesting findings of this on-going study results from the monitoring of students' perceptions of their own abilities and self-image. On the Entering Student Questionnaire (see question #17) students were asked to rate themselves on a scale of one to five on numerous abilities and skills (e.g., writing ability, problem solving ability, creativity, etc.). One semester later, on the Student Experience Questionnaire and Non-Returning Student Questionnaire, they repeated the same exercise.

Graph 2 shows the distribution of the average self-rating scores of entering students, separately for those students who returned and those who did not. As can be seen, no difference exists between the distributions of the composite self-images of students who, one semester later, persisted or did not persist. The average of the average scores of both groups is 3.4, and for both groups, the majority of the average scores falls between 3.0 and 4.0.

The change between each student's average self-rating score on the Entering Student Questionnaire and one semester later was calculated. Graph 3 shows the distributions of change for returning and non-returning students. It is interesting to note that non-returning students' average scores of self-ratings declined more than did those of returning students. Only 41.6% of returning students' average scores declined, and 54.7% of non-returning students' average scores declined. A larger percentage of returning students' scores remained

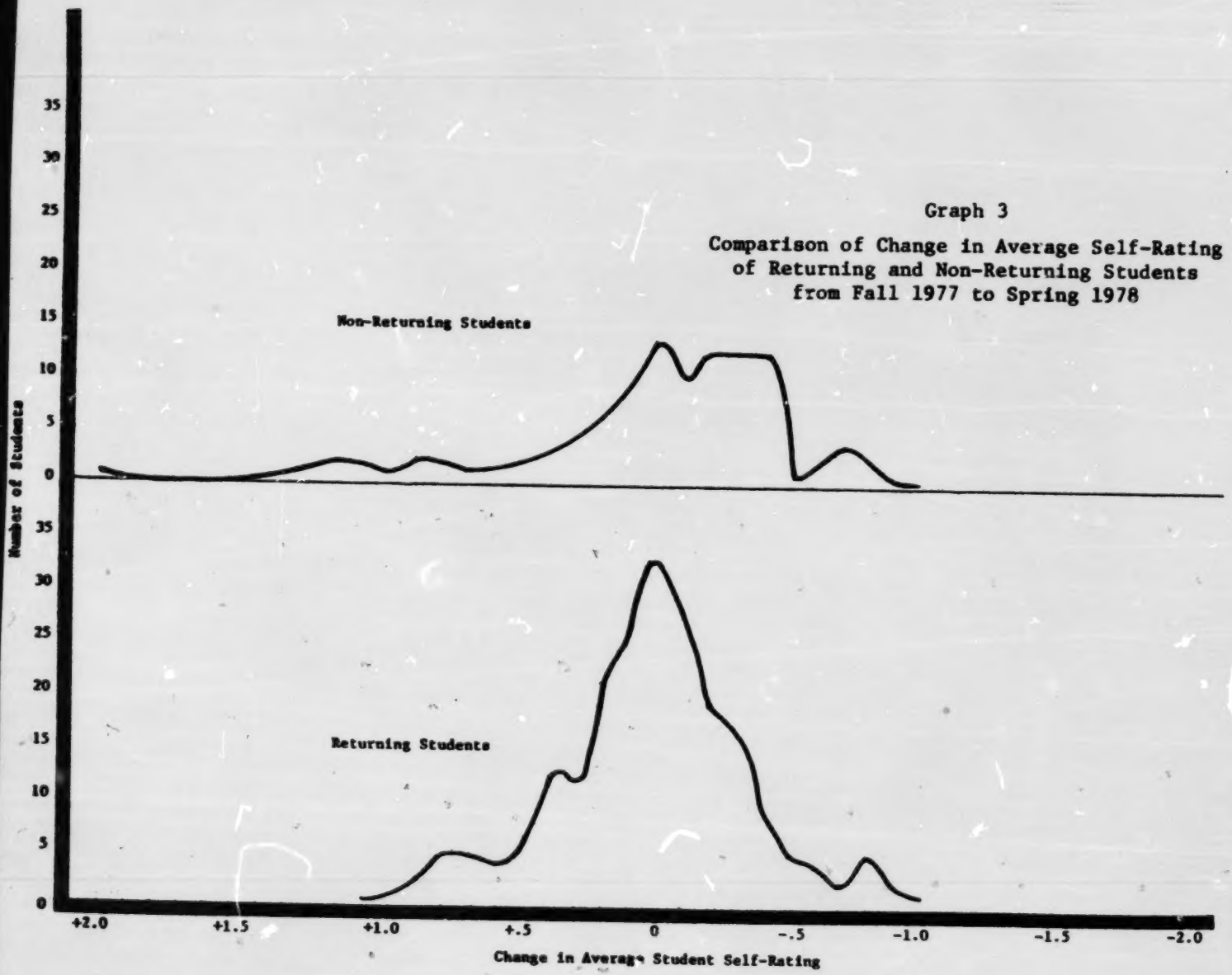
Graph 2

Comparison of Average Self-Ratings
of Returning and Non-Returning Students



Graph 3

Comparison of Change in Average Self-Rating
of Returning and Non-Returning Students
from Fall 1977 to Spring 1978



unchanged, whereas the distribution of change was greater for non-returning students. It is possible that some non-returning student's self-images declined as a result of not completing their educational goals, experiencing failure in the classroom, or having been exposed in the classroom to students with, in their opinions, superior abilities.

Students' Use and Evaluation of Instruction and College Services

Instruction. Students were asked on the second set of questionnaires to rate their instructional experiences at SAC as excellent, above average, below average, or poor. Table 5 shows that students most frequently rated all aspects of instruction as excellent or above average. "Quality of classroom instruction", "grading and testing", and "content of course" received the highest ratings. "Help from instructor outside of class", "class size", and "availability of courses" received the lowest. Non-returning students more frequently rated their instructional experiences towards the extremes--excellent and poor--than did returning students, who more frequently rated their instructional experiences as above average or below average.

College Services. Table 6 shows student ratings and frequency of use of numerous college services. The ratings are presented individually for returning and non-returning students. One of the most interesting findings of this comparison is the low frequency of use of college services by the non-returning group; they responded more frequently that they had "never used" the college services than did returning students, perhaps indicating a much lower level of campus involvement. The cafeteria/snack bar and library were reported to be the most frequently used services, although the frequency of use was higher among returnees. These frequently used services, the library, Admissions/Records Office, were also given the highest ratings of satisfaction. Considering the relatively low frequency of use of recreational and athletic facilities, it is

Table 5

STUDENTS' RESPONSES TO STUDENT EXPERIENCE QUESTIONNAIRE AND NON-RETURNING STUDENT QUESTIONNAIRE

Student Evaluation of Instruction

(in percents*)

Please rate the following for courses you were enrolled in according to how well the courses fulfilled your individual needs:

Rating Measure	Active Students n=229				Non-Returning Students n=122				Total n=351			
	Excellent	Above Average	Below Average	Poor	Excellent	Above Average	Below Average	Poor	Excellent	Above Average	Below Average	Poor
Quality of classroom instruction	29.7	64.2	4.4	0.4	38.5	44.3	9.8	4.9	32.8	57.3	6.3	2.0
Grading and testing	17.9	70.3	7.9	0.9	26.2	54.1	9.8	4.1	20.8	64.7	8.5	2.0
Content of course	30.6	60.7	6.1	0.4	36.1	44.3	9.0	7.4	32.5	55.0	7.1	2.8
Help from instructor outside of class	26.6	45.9	15.3	3.5	28.7	38.5	13.1	6.6	27.4	43.3	14.5	4.6
Class size	18.8	61.6	15.3	2.6	22.1	56.6	11.5	3.3	19.9	59.8	14.0	2.8
Availability of courses	24.9	54.6	13.5	3.5	27.1	48.4	13.9	4.2	25.6	52.4	13.7	3.7

*Percents ≠ 100 due to "no response" category

Table 6

STUDENTS' RESPONSES TO STUDENT EXPERIENCE QUESTIONNAIRE AND NON-RETURNING STUDENT QUESTIONNAIRE

Student Use and Evaluation of Services

(in percents*)

How often have you utilized each of the SAC services listed below?
And how satisfied were you with each of these services?

College Service	Active Students n=229							Non-Returning Students n=122							Total n=351							
	How Often Used			How Satisfied				How Often Used			How Satisfied				How Often Used			How Satisfied				
	Never Used	Used once/ twice	Used 3+ times	Never Used	Not satis-fied	Satis-fied	Very satis-fied	Never Used	Used once/ twice	Used 3+ times	Never Used	Not satis-fied	Satis-fied	Very satis-fied	Never Used	Used once/ twice	Used 3+ times	Never Used	Not satis-fied	Satis-fied	Very Satis fied
Admissions/Records	16.6	41.0	41.1	11.8	2.6	61.6	16.6	28.7	59.1	8.2	23.0	5.7	46.7	14.8	20.8	47.3	29.6	15.7	3.7	56.4	16.0
Financial Aid	86.9	2.6	7.9	73.4	1.8	5.2	3.9	93.4	3.2	0	84.4	1.6	2.5	0.8	89.2	2.9	5.1	77.2	1.7	4.3	3.1
Student Placement Off.	85.6	7.2	4.4	71.6	3.1	6.1	2.6	89.3	4.8	0.8	79.5	1.6	4.9	1.6	86.9	6.6	3.1	59.5	2.6	5.7	2.3
Cafeteria/Snack Bar	21.0	13.5	64.2	15.7	8.7	49.8	18.3	36.9	19.7	41.8	32.0	5.7	45.1	10.7	28.5	15.6	56.4	21.4	7.7	48.1	15.7
Registration	5.7	81.1	12.2	4.8	5.7	61.6	23.6	6.6	89.4	2.5	6.6	8.2	64.8	17.2	6.0	84.1	8.8	5.4	6.6	62.7	21.4
New Student Orientation	71.2	24.4	1.3	58.1	4.4	17.5	4.4	85.3	9.0	0	76.2	2.4	6.6	1.6	47.6	19.1	0.9	64.4	3.7	13.7	3.4
Academic Counseling	72.5	21.4	4.4	59.4	3.5	12.7	8.7	84.4	11.5	0	77.1	2.5	9.0	0.8	76.6	17.9	2.8	65.5	3.1	11.4	6.0
Personal Counseling	83.4	11.8	3.1	70.7	2.2	7.0	6.1	86.1	8.2	6.8	76.2	1.6	7.4	2.5	84.3	10.6	2.3	72.6	2.0	7.1	4.8
Career Planning Ctr.	90.8	5.2	1.8	76.0	0.9	3.5	3.5	91.8	3.3	0	82.8	0	4.1	0.8	91.2	4.6	1.1	78.3	0.6	3.7	2.6
Recreation/Athletic Facilities	76.9	7.0	14.0	64.6	0.8	8.3	10.9	83.6	0.8	11.5	74.6	0.8	6.6	6.6	79.2	4.8	13.1	68.1	0.9	7.7	9.4
Library	34.9	15.3	48.0	27.5	2.6	32.8	27.5	50.0	18.8	27.1	44.3	1.6	27.9	15.6	39.9	16.5	40.7	33.3	2.3	31.1	23.4
Student Health Ctr.	85.2	9.6	2.6	71.6	2.2	4.8	5.2	91.8	3.3	0.8	82.8	0.8	3.3	1.6	87.5	7.4	2.0	75.5	1.7	4.3	4.0
Learning Center	77.3	7.0	13.5	63.3	2.7	9.6	7.9	82.0	7.4	6.6	73.8	1.6	8.2	4.9	78.9	7.1	11.1	67.0	2.2	9.1	6.3
Women's Center	95.6	1.7	0	80.8	0	1.3	0.9	92.6	3.2	0	84.4	0	3.3	0.8	94.6	2.3	0	82.1	0	2.0	0.9
Veteran's Center	82.5	4.4	8.7	70.3	0.9	7.0	5.7	92.6	1.6	0.8	84.4	0	2.5	1.6	86.0	3.4	6.0	75.2	0.6	5.4	4.3
OVERALL IMPRESSION	-	-	-	-	0.4	61.6	29.3	-	-	-	-	7.4	55.7	16.4	-	-	-	-	2.6	59.5	24.8

*Percents ≠ 100 due to "no response" category.

noteworthy that this service received a high percentage of "very satisfied" responses. Generally, returning students more often rated their experiences with college services as "very satisfied" than did non-returning students. Non-returning students experienced the lowest percentage of "not satisfied", 8.2%, with registration, and returning students with the cafeteria/snack bar, 8.7%. The high frequency of use of these two services, however, may be mostly responsible for a distribution extending into the "not satisfied" category.

Non-Returning Students' Questionnaire Responses and Outcomes Data

Asking non-returning students their reasons for not re-enrolling is a common practice and always provides valuable information. Table 7 presents the responses to this question. As can be seen, the results differ little from findings of previous surveys, which have found that work-related reasons are most often cited as reasons for dropping out. In this case, "class schedule conflicted with work schedule" was most frequently given as a major reason, by 27.9% of the respondents. Another 14.8% "found a job" and dropped out. The reasons "completed needed courses" and "got everything I wanted out of my courses" combined were given as major reasons by 42.6% of the respondents. This suggests that many students are not leaving disappointed or as a result of external environmental circumstances, but rather they have satisfactorily completed their educational objectives. The major reasons given are, however, quite varied, and generalizations are not possible on this question. "Moved out of area" was cited the least frequently, 6.6%, as a major reason. However, many who had moved did not receive or respond to a questionnaire due to lack of forwarding addresses.

Table 8 provides some preliminary outcomes data for these 122 non-returning students who responded to the questionnaire. A majority, 59.0%, are working full-time. Very few are unemployed and looking for work, 7 or 5.7%. Rate

Table 7

STUDENTS' RESPONSES TO NON-RETURNING STUDENT QUESTIONNAIRE

Reasons for Not Returning

In deciding NOT to re-enroll at SAC, please rate the importance to you of the following reasons:

Reason	Major reason		Minor reason		No importance		No response	
	n	%	n	%	n	%	n	%
Completed needed courses	30	24.6	14	11.5	49	40.2	29	23.8
Transportation problems	10	8.2	10	8.2	68	55.7	34	27.9
Transferred to another college	10	8.2	4	3.3	70	57.4	38	31.2
Found a job	18	14.8	8	6.6	59	48.4	37	30.3
Got everything I wanted out of my classes	22	18.0	22	18.0	43	35.3	35	28.7
Class schedule conflicted with work schedule	34	27.9	13	10.7	45	36.9	30	24.6
Financial reasons	14	11.5	8	6.6	59	48.4	41	33.6
Moved out of area	8	6.6	4	3.3	68	55.7	42	34.4
Dissatisfaction with instruction	9	7.4	12	9.8	58	47.5	43	35.3
Dissatisfaction with content of course	10	8.2	8	6.6	61	50.0	43	35.3
Lost interest in school	10	8.2	13	10.7	56	45.9	43	35.3
Decided to take a temporary break from studies	25	20.5	16	13.1	46	37.7	35	28.7
Home or marital situation changed	21	17.2	6	4.9	57	46.7	38	31.2
Other	17	13.9	0		0		105	86.1

N=122

of pay for this group is quite varied with 22.1% earning less than $3.99 per hour and 18.9% earning more than $8.00 per hour. Generally, wages are either very low or very high for this group. However, 45.1% of the employed are working in positions not related to the courses which they took at SAC. Many, 38.5%, plan to re-enroll at SAC within 12 months. Again, generalizations are not appropriate on this group as their responses are widely distributed.

SUMMARY AND IMPLICATIONS

The first follow-up of the 629 students in this longitudinal study sample has provided valuable data with which to begin addressing the original objectives of this study. Some differences and similarities in characteristics and demographic data amongst returning and non-returning students have been identified. Students have provided feedback regarding their experiences at Santa Ana College. And for those who did not return for a second semester, we have preliminary outcomes data. The findings are summarized below:

1. A larger percentage of students in the sample persisted who were male, in the younger age categories, were day students with full-time unit loads, and whose educational objectives included a vocational certificate, A.A. degree, or transfer credit. The largest numbers of active students in the sample, however, still are female, 18 years of age, carrying less than eight units, enrolled in night classes, and pursuing an A.A. degree or transfer credit.

2. A larger percentage of students in the sample persisted who were employed part-time or not at all, had annual incomes over $10,000, and anticipated upon enrolling originally that they would persist beyond one semester. However, a majority of students are employed full-time, and their attrition rates were not higher than that for the total group.

3. Students in the sample rated themselves on abilities and skills upon enrolling and again one semester later. Comparisons were prepared of the

Table 8

STUDENTS' RESPONSES TO NON-RETURNING STUDENT QUESTIONNAIRE

Outcomes Data

Question	Response	
	n	%
What are you doing now?		
Looking for a job	7	5.7
Working full-time	72	59.0
Working part-time	5	4.1
Going to school	2	1.6
Homemaker	7	5.7
Nothing	2	1.6
Combination of above	19	15.6
No response	8	6.6
What is your current rate of pay?		
$3.99 or less per hour	27	22.1
$4.00 to 4.99 per hour	20	16.4
$5.00 to 5.99 per hour	18	14.8
$6.00 to 6.99 per hour	11	9.0
$7.00 to 7.99 per hour	6	4.9
$8.00 to 8.99 per hour	4	3.3
$9.00 or more per hour	19	15.6
No response	17	13.9
Which single statement best describes your present job?		
Directly related to courses taken at SAC	21	17.2
Somewhat related to courses taken at SAC	28	23.0
Not related to courses taken at SAC	55	45.1
What are your current educational plans?		
Have already re-enrolled at SAC	2	1.6
Plan to enroll at SAC within 12 months	47	38.5
Have already re-enrolled at other school	20	16.4
Plan to enroll at other school within 12 months	14	11.5
No plans to attend school within 12 months	34	27.9
No response	18	4.1

N=122

scores of returning and non-returning students upon entering SAC and of the change in self-ratings between the two groups after one semester's time. No difference in original self-rating scores between the two groups was found. Self-rating scores of non-returning students declined after one semester, and those of returning students remained constant.

4. Students generally rated their experiences with instruction and other college services at SAC as "above average" or "excellent". Non-returning students reported less frequent use of college services than did returning students. "Help from instructors outside of class", "class size", and "availability of courses" received the largest numbers of "poor" ratings. The library, cafeteria/snack bar, Admissions/Records, and registration received the largest number of "very satisfied" ratings.

5. Non-returning students most often reported that they did not return for a second semester because of work related reasons or because they got everything they wanted out of their courses. Most were working now full-time, for wages below $6. per hour, and in areas not related to their courses taken at SAC. Outcomes data, however, on non-returning students did not easily lend itself to generalizations.

Early speculation indicates that students at SAC are evenly divided amongst traditional students who are seriously pursuing educational goals and those non-traditional students who attend, by choice, on an on-again-off-again basis for personal enrichment. The drop-out rate is high in the second group. This group maintains its size, however, with large numbers of new enrollees. This accounts for the differences between returning and non-returning students (in sex, age, educational objective, day/night and part-time/full-time distributions) occurring without an accompanying difference of distributions between new entering students and total student body (as indicated in the report on the first phase and in the Background section of this report).

APPENDIX

COMMENTS WRITTEN BY RESPONDENTS ON THE NON-RETURNING STUDENT QUESTIONNAIRE

1. I really enjoyed my writing class - a lot of hard work but very rewarding. I am anxious to take second semester.

2. I enjoyed the short time I spent at SAC, and I plan to attend in the near future.

3. The school was fine I just thought work and school were too much.

4. There was one course which I learned more in than any other. The course was so well prepared and given, when I return I will take it again: Psychology 4307 with Mrs. Kieth.

5. I was shifted from one class to another and finally another which is why I withdrew. I will re-register next semester.

6. The Fire Science Department is very disorganized. I'm still trying to get things straight about my classes.

7. I took a TV course and I think I needed class instruction. If I take another course it will be in class. You have terrible parking and considering what is across the street from the college I wouldn't take a night course.

8. I wish they had a combination of day classes into night time classes, for I'm working and is an inconvenience.

9. Enjoyed attending SAC. Plan to attend again in the fall. The Shorthand Instructor I had (Mrs. A. Ross) is excellent.

10. Very thorough.

11. Everything is OK.

12. Most Business classes are held during the day. I need the class at night (Letter Writing for Office).

13. Very good experience for me. I am planning on returning when it is appropriate for me. Nice campus.

14. Class and instruction was very good and I would appreciate more advanced, after hours, Engineering courses.

15. It is excellent. I'm sorry I waited until retirement to enroll. I taught in Santa Ana Unified Schools and sent many of the mothers of my pupils to this college. I wish I could have completed the Children's Literature Class. The instructor was exceptional, brought much extra material, had much audio-visual material. She was so enthusiastic! I'm grateful for the knowledge I did get.

16. I plan on going to SAC for the next 3 or 4 years as a student.

17. I feel SAC is a peaceful environment in which to learn. I enjoyed it very much!

18. I enjoyed my staying at SAC very much, especially Ms. Dale Meriwether (ESL Instructor) has been a great help!

19. I think that it is fantastic that SAC has classes taught at my place of employment. It's nice to know that someone cares about folks who have jobs!

20. Excellent...

21. I have nothing to compare with. This was my first semester of any school since High School - 10 years!

22. I attended the class to get an insight into Private Investigations and Investigators, including the Instructor for a book I am writing (I have nine published books to my credit). I did get most of the material that I was seeking.

23. It was OK except for the Music Department, not enough good classes.

24. If I had continued at SAC, I would have had too much mentally and physically to handle. When I return it will be under different circumstances, possibly changing my major.

25. Because of my full-time activities at CSULB, I dropped my class at SAC after the first week or two. I do not believe I can give an accurate assessment.

26. My brief exposure to your Nursing Instructors left me with the impression they are well-rounded and knowledgeable

27. Registration should be updated, more variety of courses.

28. Some of my reasons for not returning are: I feel OCC is closer and I feel it has more of an open atmosphere and, also friendlier.

29. Recommend Communications 101 as a General Education requirement.

30. I'll be coming back.

31. Questionnaire is well thought out and if used to improve or solidfy services, it is worthwhile.

32. Enjoyed classes.

33. I don't mind filling out this questionnaire but I hate looking up my Perm. No. The Self Pace Math Course I took was great. I'm sorry I couldn't see it through, work schedule would not allow.

34. I just wanted to learn drawing to improve my painting just for my own pleasure. The class was not what I expected concerning what I was to learn from them.

35. I believe in my reading class that the ways they taught it was wrong. They probably thought that the reasoning was right but I don't think it was.

36. I enjoyed attending SAC, even though it was for a short period of time. I do intend to enroll again soon.

37. I'm glad these questionnaires are sent out. It would help a student make known to the college his personal needs.

38. Used more vocabulary spelling test on spanish classes. Have more students in class will help more.

39. Regret very much having to stop attending SAC, but do plan to return very shortly.

40. Some classes in the evening are much too crowded to learn. An exercise class on Saturday or evening would be nice. Its hard for a housewife to take a course during the week in the day if children are involved.

41. Thank you for your concern! See you soon.

42. The best.

43. I am still in High School. I enrolled at SAC because I wanted to take a course not offered in high school. I graduate this June and plan to attend SAC in the Fall to meet academic requirements to transfer to a 4-year school.

44. Mr. Biglow (Econ) was a very good teacher and fair. He was just as good, if not better than any teacher I have had.

45. Fortunately, I will not base my impression of the college on the course/ Instructor I had.

46. I just took a Physical Education class, so I feel this questionnaire isn't for me. I haven't really taken any other classes to fill this out.

47. All these questions for taking one P.E. course?

48. I never went to SAC. I only enrolled to finish Beauty College so I could get my license.

49. Mailed letter saying I only took Reading Improvement. I liked college and will enroll again.

50. I took one class, had perfect attendance, got 100% on all tests except one - 94%. Had an A at mid-term, felt I did quite well on the final. How come I got a B?

51. I would like to know if you have any classes on Banking and Escrow available next fall.

52. Persistent.

7. What was your employment **status** during your last semester at SAC?

(1) Working full-time (30 hours or more per week) ___ 53
(2) Working part-time (less than 30 hours per week)
(3) Not working, but looking for a job
(4) Not working, and not looking for a job
(5) Full-time homemaker

8. What are you doing now? ___ 54

(1) Looking for a job
(2) Working full-time (30 hours or more per week)
(3) Working part-time (less than 30 hours per week)
(4) Going to school
(5) Homemaker
(6) Nothing
(7) Combination of above #'s ___, ___, ___

IF YOU ARE EMPLOYED, PLEASE ANSWER QUESTIONS 9 & 10.

9. What is your current rate of pay? ___ 55

(1) $3.99 or less per hour
(2) $4.00 to 4.99 per hour
(3) $5.00 to 5.99 per hour
(4) $6.00 to 6.99 per hour
(5) $7.00 to 7.99 per hour
(6) $8.00 to 8.99 per hour
(7) $9.00 or more per hour

10. Which single statement best describes your present job?

___ 56

(1) Directly related to course(s) taken at SAC
(2) Somewhat related to course(s) taken at SAC
(3) Not related to course(s) taken at SAC

11. What are your current educational plans? ___ 57

(1) Have already re-enrolled at SAC
(2) Plan to re-enroll at SAC within 12 months
(3) Have already re-enrolled at another school
(4) Plan to re-enroll at another school within 12 months
(5) Have no plans to attend school within 12 months

12. Rate yourself on each of the following traits as you think you really are when compared with the average person your own age. We want the most accurate estimate of how you see yourself.

1 = Very low
2 = Below average
3 = Average
4 = Above average
5 = High

Academic ability	___ 58
Reading ability	___ 59
Writing ability	___ 60
Mathematics ability	___ 61
Public speaking ability	___ 62
Problem solving ability	___ 63
Ability to handle stress	___ 64
Ability to get along with others	___ 65
Creativity	___ 66
Optimism	___ 67
Self-image	___ 68
Personal organization	___ 69
Social self-confidence	___ 70
Intellectual self-confidence	___ 71
Vocabulary and terminology	___ 72
Physical fitness	___ 73

13. We would appreciate any comments you might have about this questionnaire or about your experiences at Santa Ana College.

_____

_____

_____

_____

_____

Rancho Santiago Community College District

Santa Ana College

Non-returning Student Questionnaire

Your Santa Ana College perm number: ⌊_____⌋ 7

In deciding to enroll at Santa Ana College, please rate the importance to you of each of the following reasons. And, how much help did your experiences at SAC give you in reaching each of the goals listed below?

	Importance of Enrolling 1 = A major reason 2 = A minor reason 3 = Of no importance	Help from SAC 0 = Not a goal of mine 1 = Not much help 2 = Some help 3 = Great help
To prepare for a career	⌊__⌋ 31	⌊__⌋ 32
To be able to get a better job or a promotion in present job	⌊__⌋ 33	⌊__⌋ 34
To meet academic requirements to transfer to a 4-year school	⌊__⌋ 35	⌊__⌋ 36
For personal development	⌊__⌋ 37	⌊__⌋ 38
Simply, to learn	⌊__⌋ 39	⌊__⌋ 40
To receive veterans or social security benefits	⌊__⌋ 41	⌊__⌋ 42
To meet new people	⌊__⌋ 43	⌊__⌋ 44
To participate in extracurricular activities	⌊__⌋ 45	⌊__⌋ 46
To improve physical fitness	⌊__⌋ 47	⌊__⌋ 48
Other (specify) _____	⌊__⌋ 49	⌊__⌋ 50

ow often did you utilize each of the Santa Ana College services listed below? And, how satisfied were you with ch of these services?

	How Often 0 = Never used 1 = Used once 2 = Used twice 3 = Used three or more times	How Satisfied 0 = Never used 1 = Very dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very satisfied
Admissions and Records	⌊__⌋ 51	⌊__⌋ 52
Financial Aid Office	⌊__⌋ 53	⌊__⌋ 54
Student Placement Office	⌊__⌋ 55	⌊__⌋ 56
Cafeteria/Snack Bar	⌊__⌋ 57	⌊__⌋ 58
Registration	⌊__⌋ 59	⌊__⌋ 60
New Student Orientation	⌊__⌋ 61	⌊__⌋ 62
Academic Counseling	⌊__⌋ 63	⌊__⌋ 64
Personal Counseling	⌊__⌋ 65	⌊__⌋ 66
Career Planning Center	⌊__⌋ 67	⌊__⌋ 68
Recreation & Athletic Facilities	⌊__⌋ 69	⌊__⌋ 70
Library	⌊__⌋ 71	⌊__⌋ 72
Student Health Center	⌊__⌋ 73	⌊__⌋ 74
Learning Center	⌊__⌋ 75	⌊__⌋ 76
Women's Center	⌊__⌋ 77	⌊__⌋ 78
Veteran's Center	⌊__⌋ 79	⌊__⌋ 80
Your Overall Impressions of the College		⌊__⌋ 31

35

4. Please rate the following for courses you were enrolled in according to how well the courses fulfilled your individual needs:

1 = Excellent
2 = Above average
3 = Below average
4 = Poor

Quality of classroom instruction	⌊__⌋ 32
Grading and testing	⌊__⌋ 33
Content of course	⌊__⌋ 34
Help from instructor outside class	⌊__⌋ 35
Class size	⌊__⌋ 36
Availability of courses	⌊__⌋ 37

5. In deciding NOT to re-enroll at Santa Ana Colle... please rate the importance to you of the following reasons:

1 = A major reason
2 = A minor reason
3 = Of no importance

Completed needed courses	⌊__⌋ 38
Transportation problems	⌊__⌋ 39
Transferred to another college	⌊__⌋ 40
Found a job	⌊__⌋ 41
Got everything I wanted out of my classes	⌊__⌋ 42
Class schedule conflicted with work schedule	⌊__⌋ 43
Financial reasons	⌊__⌋ 44
Moved out of area	⌊__⌋ 45
Dissatisfaction with instruction	⌊__⌋ 46
Dissatisfaction with content of course	⌊__⌋ 47
Lost interest in school	⌊__⌋ 48
Decided to take a temporary break from studies	⌊__⌋ 49
Home or marital situation changed my educational plans	⌊__⌋ 50
Other (specify)_____	⌊__⌋ 51

6. When you were attending Santa Ana College, did you have any friend(s) who were also attending?

(1) Yes (2) No ⌊__⌋ 52

Continued on back

INSTITUTIONAL RESEARCH

SANTA ANA COLLEGE
17th AT BRISTOL
SANTA ANA, CALIF. 92706

Student Experience Questionnaire

Dear Student:

When you first enrolled at Santa Ana College, you were selected from all new students to help evaluate the effectiveness of the college's academic and vocational programs. At the time, you completed an Entering Student Questionnaire.

We now want to know how satisfied you have been with your experiences at SAC and what your academic needs are for the future.

Please take the time now to complete the questions on the reverse side, seal the gummed edge, and drop it in the mail.

We appreciate your response!

Very truly yours,

Harold Bateman

Harold Bateman
Dean of Admissions/Records
and Research

Postage Will be Paid by Addressee

No Postage Stamp Necessary If Mailed in the United States

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 1973, SANTA ANA, CALIF.

Institutional Research
Santa Ana College
17th at Bristol Streets
Santa Ana, California 92706

1. Your Santa Ana College Perm number: ⌊_⌊_⌊_⌊_⌊_⌊_⌋ 7

2. How often have you utilized each of the Santa Ana College services listed below? And, how satisfied were you with each of these services?

How Often	How Satisfied
0 = Never used	0 = Never used
1 = Used once	1 = Very dissatisfied
2 = Used twice	2 = Dissatisfied
3 = Used 3 or more times	3 = Satisfied
	4 = Very satisfied

	How Often	How Satisfied
Admissions and Records	⌊_⌋ 31	⌊_⌋ 32
Financial Aid Office	⌊_⌋ 33	⌊_⌋ 34
Student Placement Office	⌊_⌋ 35	⌊_⌋ 36
Cafeteria/Snack Bar	⌊_⌋ 37	⌊_⌋ 38
Registration	⌊_⌋ 39	⌊_⌋ 40
New Student Orientation	⌊_⌋ 41	⌊_⌋ 42
Academic Counseling	⌊_⌋ 43	⌊_⌋ 44
Personal Counseling	⌊_⌋ 45	⌊_⌋ 46
Career Planning Center	⌊_⌋ 47	⌊_⌋ 48
Recreation & Athletic Facilities	⌊_⌋ 49	⌊_⌋ 50
Library	⌊_⌋ 51	⌊_⌋ 52
Student Health Center	⌊_⌋ 53	⌊_⌋ 54
Learning Center	⌊_⌋ 55	⌊_⌋ 56
Women's Center	⌊_⌋ 57	⌊_⌋ 58
Veteran's Center	⌊_⌋ 59	⌊_⌋ 60
Your Overall Impression of the College		⌊_⌋ 61

3. Please rate the following for most of the courses you are taking:

1 = Excellent
2 = Above average
3 = Below average
4 = Poor

Quality of classroom instruction	⌊_⌋ 62
Grading and testing	⌊_⌋ 63
Content of course	⌊_⌋ 64
Help from instructor outside class	⌊_⌋ 65
Class size	⌊_⌋ 66
Availability of courses	⌊_⌋ 67

4. Please rate the importance to you of each of the following reasons for attending Santa Ana College:

1 = A major reason
2 = A minor reason
3 = Of no importance

To prepare for a career	⌊_⌋ 68
To be able to get a better job or a promotion in present job	⌊_⌋ 69
To meet academic requirements to transfer to a 4-year school	⌊_⌋ 70
For personal development	⌊_⌋ 71
Simply, to learn	⌊_⌋ 72
To occupy my time	⌊_⌋ 73
To receive veterans or social security benefits	⌊_⌋ 74
To meet people	⌊_⌋ 75
To participate in extracurricular activities	⌊_⌋ 76
To improve physical fitness	⌊_⌋ 77
Other (specify) _____	⌊_⌋ 78

5. Do you have any friends who are presently attending Santa Ana College?

(1) Yes (2) No ⌊_⌋ 79

6. What is the average amount of time that you study per class per week?

(1) Less than 1 hour ⌊_⌋ 80
(2) 1 to 2 hours
(3) 2 to 3 hours
(4) More than 3 hours

7. What is your present employment status? ⌊_⌋ 31

(1) Working full-time (30 hours per week or more)
(2) Working part-time (less than 30 hours per week)
(3) Not working, but looking for a job
(4) Not working, not looking for a job
(5) Full-time homemaker

8. If you are presently employed, which of the following statements best describes how you regard this job?

(1) Temporary, until a better one can be found ⌊_⌋ 32
(2) Temporary, while enrolled in school
(3) Job with possible career potential
(4) Job with definite career potential

9. Who do you live with while you are attending school?

(1) Self ⌊_⌋ 33
(2) Parents
(3) Friend(s)
(4) Spouse
(5) Other (specify) _____

10. Please estimate your present annual income. If you are living with your parents, please estimate their annual income. ⌊_⌋ 34

(1) Under $5000
(2) $5000 to $9999
(3) $10,000 to $14,999
(4) $15,000 to $19,999
(5) $20,000 to $29,000
(6) $30,000 to $39,999
(7) $40,000 to $49,999
(8) $50,000 or over

11. Rate yourself on each of the following traits as you think you really are when compared with the average person your own age. We want the most accurate estimate of how you **see yourself.**

1 = Very low
2 = Below average
3 = Average
4 = Above average
5 = High

Academic ability	⌊_⌋ 35
Reading ability	⌊_⌋ 36
Writing ability	⌊_⌋ 37
Mathematics ability	⌊_⌋ 38
Public speaking ability	⌊_⌋ 39
Problem solving ability	⌊_⌋ 40
Ability to handle stress	⌊_⌋ 41
Ability to get along with others	⌊_⌋ 42
Creativity	⌊_⌋ 43
Optimism	⌊_⌋ 44
Self-image	⌊_⌋ 45
Physical fitness	⌊_⌋ 46
Personal organization	⌊_⌋ 47
Social self-confidence	⌊_⌋ 48
Intellectual self-confidence	⌊_⌋ 49
Vocabulary and terminology	⌊_⌋ 50

16. In deciding to enroll at Santa Ana College, please rate the importance to you of the following reasons from 1 to 3, where 1 is a major reason, 2 is a minor reason, and 3 is of no importance:

To prepare for a career	[46]
To be able to get a better job or a promotion in my present job	[47]
To meet academic requirements to transfer to a 4-year college	[48]
I could not find a job	[49]
For personal development	[50]
Simply, to learn	[51]
To occupy my time	[52]
To receive veterans or social security benefits	[53]
To meet new people	[54]
To participate in extracurricular activities	[55]
Other (Specify) _____	[56]

17. Rate yourself on each of the following traits as you think you really are when compared with the average person your own age. We want the most accurate estimate of how you see yourself.

Please rate yourself on a scale of 1 to 5, where 1 is very low, 2 is below average, 3 is average, 4 is above average, and 5 is high.

Academic ability	[57]
Reading ability	[58]
Writing ability	[59]
Mathematics ability	[60]
Public speaking ability	[61]
Problem solving ability	[62]
Ability to handle stress	[63]
Ability to get along with others	[64]
Creativity	[65]
Optimism	[66]
Self-image	[67]
Personal organization	[68]
Social self-confidence	[69]
Intellectual self-confidence	[70]
Vocabulary, terminology	[71]

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 20 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Rancho Santiago Community College District

Entering Student Questionnaire

SANTA ANA COLLEGE

SANTA ANA COLLEGE

JOHN E. JOHNSON
PRESIDENT
SUPERINTENDENT

Dear Student:

Welcome to Santa Ana College.

You have been carefully selected from all new students to help evaluate the effectiveness of the college's academic and vocational programs. To assist in our evaluation you will receive periodic questionnaires from us. Please take the time to answer and return each questionnaire.

Your name and perm number will not appear on any report compiled from the information you provide.

The first questionnaire begins below. Please complete and return it with your registration materials.

Many thanks.

Best Wishes!

H. Bateman
Dean of Admissions and Records

1. Your Santa Ana College perm number:

└┘└┘└┘└┘└┘└┘ 7

2. What is your present employment status? └┘ 31

(1) Working full-time (30 hours per week or more)
(2) Working part-time (less than 30 hours per week)
(3) Not working, but looking for a job
(4) Not working, and not looking for a job
(5) Full-time homemaker

3. Are you presently working in the vocation of your choice? └┘ 32

(1) Yes
(2) No

4. With whom do you presently reside? └┘ 33

(1) Self
(2) Parents
(3) Friend(s)
(4) Spouse
(5) Other (Specify) _____

5. How many dependents do your support with your income? └┘ 34

6. Please estimate your present annual income. If you are living with your parents, please estimate their annual income. └┘ 35

(1) Under $5000
(2) $5000 to $9999
(3) $10,000 to $14,999
(4) $15,000 to $19,999
(5) $20,000 to $29,999
(6) $30,000 to $39,999
(7) $40,000 to $49,999
(8) $50,000 or over

7. What is the highest number of years of school completed by either of your parents? (Include college) └┘ 36

8. When you were in high school, did you take college-preparatory classes? └┘ 37

(1) Yes
(2) No

9. How long do you anticipate that you will attend Santa Ana College? └┘ 38

(1) 1 semester only
(2) 2 semesters, continuously
(3) 3 or more semesters, continuously
(4) Off and on
(5) Don't know

10. Do you have any friends who will be attending Santa Ana College this semester? └┘ 39

(1) Yes
(2) No

11. What is the highest academic degree you ever expect to obtain? └┘ 40

(1) None
(2) Vocational Certificate
(3) A.A.
(4) B.A. or B.S.
(5) M.A. or M.S.
(6) Doctorate
(7) Other (Specify) _____

12. What is the average amount of time that you plan to study per class per week? └┘ 41

(1) Less than 1 hour
(2) 1 to 2 hours
(3) 2 to 3 hours
(4) More than 3 hours

13. How important to you is getting good grades? └┘ 42

(1) Very important
(2) Important
(3) Of small importance
(4) Not important

14. Do you expect that the grades you will receive at Santa Ana College will be: └┘ 43

(1) Mostly A's and B's
(2) Mostly B's and C's
(3) Mostly all C's
(4) Mostly C's and D's
(5) Mostly D's and F's
(6) Don't know

15. Do you feel that you need any special tutoring or remedial work? └┘ 44

(1) Yes
(2) No

If yes, in which of the following subjects? └┘ 45

(1) English
(2) Reading
(3) Mathematics
(4) Other (Specify) _____